DOCUMENT RESUME

ED 455 226 SP 040 154

TITLE	Improving Teaching, Improving Learning: Linking Professional Development to Improved Student Achievement.
INSTITUTION	Center for Development & Learning, Covington, LA.
PUB DATE	2000-10-00
NOTE	29p.; Printing and distribution funded by the Toler Foundation.
AVAILABLE FROM	Center for Development and Learning, 208 South Tyler Street, Covington, LA 70433. Tel: 504-893-7777; Fax: 504-893-5443; e-mail: learn@cdl.org; Web site: http://www.cdl.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; Academic Standards; Elementary Secondary Education; *Faculty Development; Outcomes of Education; Program Development; Program Evaluation; Teacher Competencies; *Teacher Effectiveness; *Teacher Improvement; Teaching Skills
IDENTIFIERS	Louisiana; Teacher Knowledge

ABSTRACT

This report focuses on how better teaching results in better student learning. It is the result of a Think Tank on Professional Development comprised of parents, educators, and business and community leaders that convened to improve education and teaching in Louisiana. Think Tank members determined that they wanted to help build the capacity for cutting edge professional development for Louisiana's teachers that would ultimately improve student achievement. This report outlines an informed process for selecting professional development that will achieve a higher level of engagement and success in Louisiana classrooms. It focuses on eight issues: what students should know and be able to do; what teachers should know and be able to do; what are the primary performance gaps in teachers' knowledge and performance; what standards for professional development should be established; what outcomes should be expected; what professional development models of delivery should be used; what processes or models are most effective for which outcomes; and how professional development programs will be evaluated to determine their effectiveness. (Contains 16 references.) (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 455 226

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A. Thomas

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IMPROVING TEACHING, IMPROVING LEARNING

LINKING PROFESSIONAL DEVELOPMENT TO IMPROVED STUDENT ACHIEVEMENT

SP040154

BEST COPY AVAILABLE

2

Center for Development & Learning

Mission

To improve the life chances of all children, especially those at high risk, by increasing school success.

Goal

Activate and achieve sweeping change in the way all children are taught.

Vision

The very special uniqueness of every child will be identified, respected, honored, and celebrated.

Foreword

A diverse group of educators, parents, professionals, and business and community leaders, intent on improving education in Louisiana, developed this report. ***Improving Teaching, Improving Learning*** is the product of a year and a half of their discussion, research, analysis, revision, and consensus seeking.

Although diverse by background, the group that became known as the "Think Tank" held in common:

- a genuine desire to improve education,
- an openness of mind that encouraged ideas and discussion,
- a deep, abiding belief in the people of Louisiana
- unflappable hope, and
- the energy and drive to roll up their sleeves and get started.

What resulted from their efforts is a report that focuses on professional development – the teaching and learning of teachers. Their reason was clear: better teaching results in better student learning. The Center for Development and Learning (CDL) is pleased to have been the convener of this group, and to sponsor the publication of their report.

CDL is a nonprofit, mission-driven organization specializing in the development, dissemination and implementation of leading edge research, knowledge and best practices that impact educational success. Its mission is to improve the life chances of all children, especially those at high risk, by increasing school success. One of CDL's strategic objectives is to engage educators, parents, business leaders and other community members as advocates and actors in improving schools.

While the task of ensuring a better education for all students is ambitious and challenging, with commitment and hard work it is obtainable. Please join us in our efforts. With a healthy sense of urgency and a passion to make a difference, together we will – we must make a difference.

After all, our children are counting on us.

Alice Thomas
President & CEO
Center for Development and Learning

Our children's destiny is not a matter of chance. It is a matter of choice. The choice is ours.

Acknowledgements

The members of the Think Tank wish to extend appreciation to Jane Arsenault and Bob Wimpelberg for facilitating our discussions. A consultant from Rhode Island, Jane brought a fresh external view, helped to frame our approach, and began the first in a long series of document drafts. Bob, dean of the College of Education at the University of New Orleans, lent his facilitation, problem-solving, and consensus-gaining expertise to our later sessions.

Many thanks are given to the Louisiana citizens who responded to our request to read our document drafts and give us feedback on ways to improve it. We give appreciation to the CDL staff who incorporated their comments into the document and completed this written report.

We thank the Toler Foundation, whose gift funded the printing and distribution of this document.

Special thanks to our photographer, Sally Dunn of Ven Norman Photography, for allowing us to use these exceptional photographs of children, and Debbi Smith, Marketing and Management Solutions, for designing this compelling report.

Sections of the National Staff Development Council's *Standards for Staff Development* are reprinted with permission of the National Staff Development Council, 2000. We thank NSDC for their work and leadership in promoting high yield staff development for our nation's teachers.

Finally, we thank the members of the Board of Trustees of the Center for Development and Learning for their support of this work and for their continued steadfast commitment to improving educational opportunities for the children in our schools.

BEST COPY AVAILABLE

Th[illegible]me is
[illegible]ow. Every
[illegible]minute counts.

Table of Contents

Executive Summary **1**
History
Rationale
Purpose
Content
Call to Action

Section I: Beginning With the End In Mind **5**
What should students know and be able to do?

What should teachers know and be able to do?

What are some of the primary gaps in teachers' knowledge and performance?

Section II: Standards and Outcomes **9**
What standards for professional development should we establish and embrace?
Context
Process
Content

What outcomes should we expect?
Context
Process
Content

Section III:Action Strategies **13**
What models of delivery should we use?

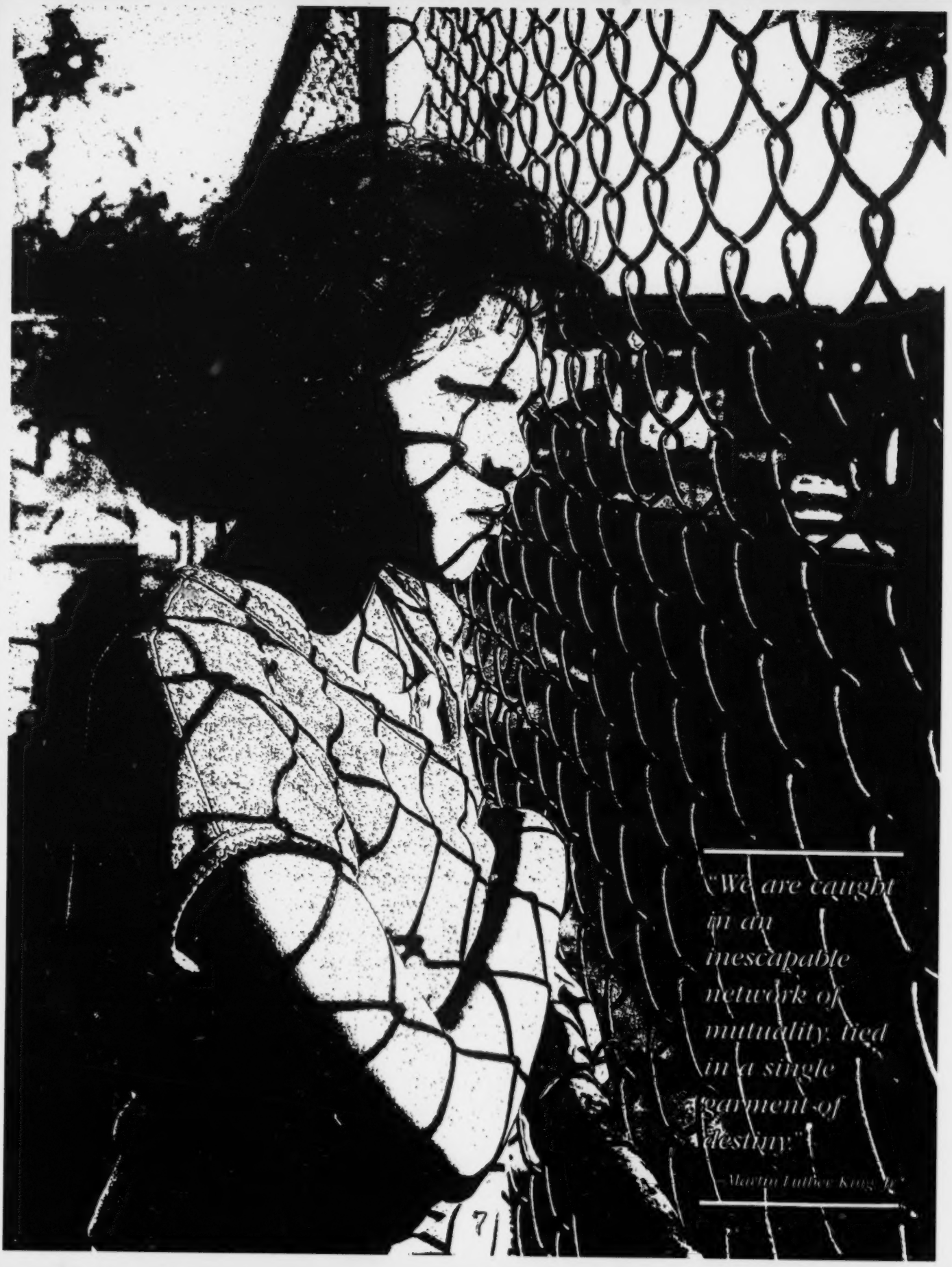
Which models are most effective for which outcomes?

Section IV:Evaluation **17**
How will we evaluate our professional development programs to determine their effectiveness?

How You Can Help

References **18**

Think Tank Members **19**


"We are caught in an inescapable network of mutuality, tied in a single garment of destiny."
—Martin Luther King, Jr.

Executive Summary

History

In September 1998, a group of educators, parents, and business and community leaders convened in New Orleans to discuss the job of improving our schools. What resulted from that initial conversation was a decided focus on professional development of teachers, both preservice and inservice. Thus, the Think Tank on Professional Development began.

At the next meeting, principals from the five schools engaged in Learning Connections, a schoolwide improvement program, shared how the program is helping to increase the capacity of their teachers. Developed by the Center for Development and Learning (CDL), Learning Connections uses a professional development model that combines presentation of theory with practical application. In addition to a summer institute, study groups, modeling, coaching and other follow-up methods that give low risk feedback are used at the individual school sites throughout the year.

Think Tank members determined that they wanted to help build the capacity for cutting edge professional development for Louisiana's teachers that improves our students' achievement. It was decided that they would produce and circulate a document with the intent of focusing broad-based conversation that would lead to broad-based support for high-yield professional development for Louisiana's teachers.

The document that resulted is based on input from teachers, principals, superintendents, parents and community leaders. The Think Tank members believe it reflects the best thinking from experts in the field of professional development. The first draft was completed and circulated for comments and recommendations for improvement in October 1999. The revised document, released in June 2000, incorporates those recommendations.

Rationale

We see our newspapers filled daily with reports about the woeful state of education. For even the most naive of us, it is painfully clear that the right to "life, liberty and pursuit of happiness" is compromised for far too many of Louisiana's children because of poor education. We know we need to improve our schools.

Public opinion and research alike confirm a strong link between teacher quality and student learning. Cited in ***Education Week*** (February 24, 1999), a survey of 2,525 adults across the nation reported that those responding believe that the quality of teachers is the greatest influence on student learning (55%). According to the National Commission on Teaching and America's Future (1991), quality of instruction accounts for 43% of student academic achievement, second only to family involvement (49%). Slavin (1991) reports that the cause of widespread low student achievement is the low quality of instruction in the regular classroom. Both qualitative and quantitative analyses of data suggest that measures of the quality of teacher preparation, certification and professional development are by far the strongest correlates of student achievement in reading and mathematics, both before and after controlling for student poverty and language status (Darling-Hammond, 2000).

Standards may set the course, and assessments may provide the benchmarks, but it is teaching that must be improved to make substantial, sustained gains in student achievement (Stigler & Hiebert, 1999). A growing body of research suggests that the desired results will occur only when states and school districts invest in the long term with quality professional development and teacher preparation, thereby balancing the pressure of compliance with capacity-building support (Hargreaves & Fullan, 1998; Fullan, 1999; Darling-Hammond, 2000).

As states demand that schools meet higher accountability standards and put high-stakes testing into place, governments that invest in long-term, consistent, ongoing, capacity-building support are more likely to see true pay-off rather than an imploding of their efforts. The kind, quality, and extent of in-service professional development as well as preservice education is directly related to higher levels of student achievement. Sustained professional development grounded in content-specific pedagogy linked to the curriculum produces the most positive correlations to increased student success (National Staff Development Council, 1991, 1997; Sternberg, 1999; Cohen and Hill, 1997; Wiley and Yoon, 1995; Brown, Smith and Stein, 1995; Ferguson and Womack, 1993).

Additionally, increased numbers of teachers are asking for a more in-depth training on teaching and learning. Recent research has allowed us to know more about the neurological and psychological processes involved in learning because of extensive research in brain function made possible by new technology. This research has uncovered a rich diversity in the way that human minds operate: how we learn, process information, and remember. However, most teachers do not have the training to teach to the way our diverse student population actually learns. And they are telling us that they don't.

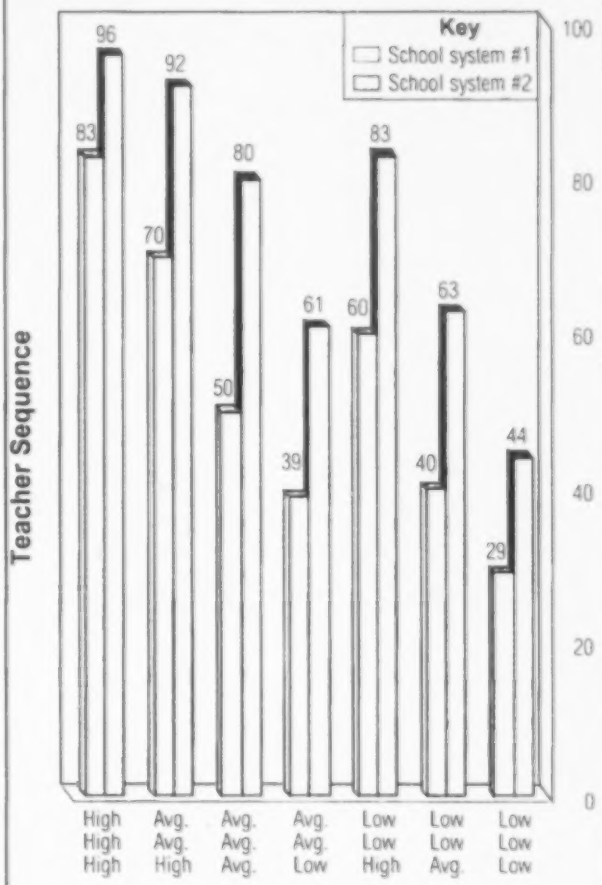
As research, public opinion, and teachers give spotlight and urgency to improving the quality of teaching in our schools, then schools, school systems and the general public must be about the business of supporting professional development for educators. Ultimately, to go to scale with recreating our schools, ongoing support and resources for professional development must be in place at the state, college, district and community levels.

This must not be done without informed, logical thought on how to proceed. Too little thought and too few resources–time, money and talent–have resulted in too little outcome from professional development efforts in the past. Leading school improvement specialists generally recommend that a school district devote 7-10% of its operating budget to professional development and that teachers devote 15-20% of their work time to personal learning.

But time and money alone do not guarantee success, for not all professional development is created equal. We must become informed consumers as we select professional development that fits the needs of our students and teachers. We can no longer afford a "shot gun" approach. Rather, we must logically and carefully select and provide resources for professional development that results in improved student achievement.

Cumulative Impact of Teacher Effectiveness

Student test scores (5th grade math) by effectiveness level of teachers during a three-year period for two metropolitan Tennessee school systems.

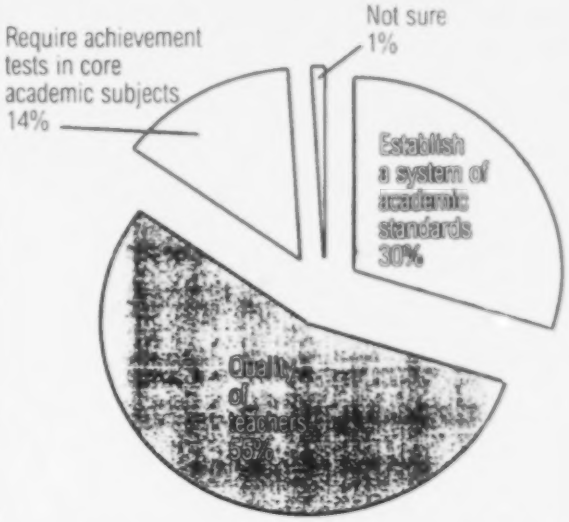


This chart is based on data from Tennessee's "value-added" testing system that maintains year-to-year test records on every student in the public school system and matches students to their teachers. The numbers above the columns show the average percentile on the CTBS, a nationally normed test used in Tennessee during this period. (Tennessee is the only state in the U.S. that tracks student/teacher performance over time in this way.)

The chart, which divides teachers into three groups (low, average, and high) based on their students' performance, shows the dramatic effect of good teaching on student achievement in two urban districts. Note, for example, the sharp difference in performance between students who had three teachers rated "low" and three teachers who were rated "high" during the three-year period. Although students in one of the urban school systems performed at a higher level than the other, the pattern of "teacher-added value" shows up in both. The study also found that African American students were about twice as likely to be assigned ineffective teachers.

SOURCE: W.L. Sanders and J.C. Rivers, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement, Knoxville: University of Tennessee, 1996; as quoted in Teaching: Meeting the Challenge of High Standards, A+ Education Foundation, Birmingham, AL: 1999

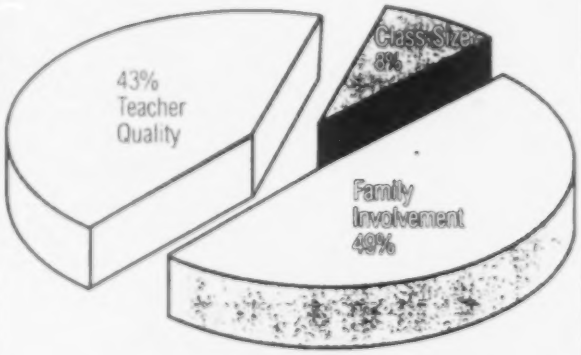
Greatest Influence on Student Learning


Require achievement tests in core academic subjects 14%
Not sure 1%
Establish a system of academic standards 30%
Quality of teachers 55%

A recent survey of 2,525 adults nationwide found that of the three choices shown at right, more than half of respondents say the quality of teachers is the greatest influence on student learning.

SOURCE: Recruiting New Teachers, Inc.; as quoted in Education Week, February 24, 1999

What Influences Student Achievement



SOURCE: Developed from data presented in Ronald F. Ferguson, Paying for Public Education: New Evidence of How and Why Money Matters, Harvard Journal on Legislation 28 (Summer 1991): pp. 465-98. From a study of 900 Texas school districts.

Purpose

The purpose of this document is to outline a logical, informed process for selecting professional development that will achieve a higher level of engagement and success in our classrooms. The document represents a process, a philosophy, and a set of beliefs. It can be used as:

1. A process model that others can replicate.
2. A philosophy that is endorsed and used to advocate for the creation of policy and legislation that is in alignment with these beliefs.
3. A starting point for reflection and analysis by educators and professors, school improvement teams, district personnel and parent/community groups as they discuss their own desired student outcomes and models for professional development.

Individual schools, school districts, and colleges of education may want to use the process to select and/or develop professional development programs to fill gaps in their respective schools, districts, and colleges. By identifying specific student and teacher outcomes, targeting specific knowledge and skills, and identifying specific staff development delivery models, chances are increased for reaching desired outcomes in a more efficient and effective manner.

Content

The professional learning of educators must be linked with student learning goals. Therefore, the Think Tank began with the end in mind, discussing what students should know and be able to do when they graduate from high school. The remainder of the document is written as an answer to questions that were then posed in logical sequence from each preceding question. The answers are a synthesis of research, knowledge, experience, and philosophy brought to the table by members of the Think Tank. The questions addressed are as follows:

1. What should students know and be able to do?
2. What should teachers know and be able to do?
3. What are the primary gaps in teachers' knowledge and performance in Louisiana?
4. If those are some of the gaps we perceive to be in teachers' knowledge and performance and we want to go about filling them, what standards for professional development should we first establish and embrace?
5. What outcomes should we expect?
6. What professional development models of delivery should we use?
7. Which processes or models are most effective for which outcomes?
8. How will we evaluate our professional development programs to determine their effectiveness?

Call to Action

Overcoming Louisiana's history of poor schools and inadequate education will not be easy, and it will not happen overnight. But it can–and must–happen.

Louisiana has raised the bar with its accountability program and high-stakes testing. Holding students to high standards is the right thing to do. But without expert teaching, many of our students will fall short of the new standards. If we are to see consistent and sustained progress, we must guarantee that every child in Louisiana has highly qualified teachers.

How we educate teachers in Louisiana, both preservice and inservice, has everything to do with how well our students will achieve. We must support our teachers with increased and improved professional development so that they will be better prepared to meet their responsibilities. The hard work of high quality professional development must be our next step.

For Louisiana to realize progress, we must work together. We must all become responsible for improving the education of Louisiana's children. We ask you to join in our effort to improve teaching and student achievement. Share this document with stakeholders at the state, university, district and local levels: educational leadership, educators, parents, students, community and political leaders, nonprofit educational organizations, and the general public. Use it to stimulate discussion and debate, or as a starting point for reflection and analysis.

It's time to improve teaching in order to increase student learning. Let us set aside excuse-making and blame-placing and face our responsibility to improve education together. No exceptions. No excuses. Call, write or e-mail us at the address listed on the back cover and let us know how you can help.

Our children are counting on us.

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

–Albert Einstein

Section I
Beginning With the End In Mind

- **What should students know and be able to do?**
- **What should teachers know and be able to do?**
- **What are some of the primary gaps in teachers' knowledge and performance?**

NOTE: "Students" includes K-12 students, students at the university level, and teachers who are learners in professional development programs. "Teachers" includes K - 12 teachers and teacher educators at both the university and district levels.

A. What Students Should Know and Be Able To Do.

A Synthesis of Information from the Think Tank and the School-to-Career Public Engagement Initiative in New Orleans

Communicate effectively.

Students have mastered reading, writing, speaking, listening and conversing effectively with the aim of communicating knowledge, ideas, opinions and feelings.

Photograph courtesy of Ven Norman P[illegible]

Solve problems creatively.

Students are innovative, creative thinkers who understand risk taking and approach the process of problem solving fearlessly. They understand how to formulate questions about difficult issues and create possible solutions. They know how to transform "mistakes" into opportunities for getting closer to defining the solutions.

Master a defined body of knowledge.

Students have mastered a body of knowledge, acquiring the information, ideas, and skills that form the base for future learning and societal progress. Of particular importance are arts appreciation and performance (music, art, drama, dance); mathematics; technology, including accessing and communicating information; the physical sciences; literature; and social sciences, including an appreciation of history, culture, sociology, psychology, and civics.

Commit to life long learning.

Students desire to be lifelong learners and want to participate in opportunities for continued learning. They seek to learn both independently and collaboratively with others.

Understand how they learn.

Students know their own cognitive strengths and weaknesses, and use strategies that allow them to learn effectively and efficiently. They are able to conceptualize what they need to learn. They are skilled in using resources to find information and have the ability to analyze and synthesize the information they need.

Plan their lives skillfully.

Students have an understanding of opportunities available to them and are beginning to know and match their strengths with their opportunities. They seek out effective role models and environments where they can make a difference. They are able to adapt to different situations; they can take knowledge and apply it to real life situations.

Achieve interpersonal and intrapersonal success.

Students are able to function effectively as a member of a group, whether that group is a family, a social group or a work team. They are personally and emotionally confident, possessing an understanding of civil behavior. Students are tolerant of diversity, demonstrate empathy toward others, are responsive and helpful to others, and capable of conflict management. They understand, respect and celebrate individual differences.

Exhibit global citizenship.

Students have an awareness of cultural differences and how these differences influence the actions of others. They understand and practice the concepts of good citizenship, in our country and in the world. Students leave school with a strong sense of responsibility toward their fellow men and women. They want to make the world a better place.

B. What Teachers Should Know and Be Able to Do

A Synthesis of Information from the CDL Think Tank

Provide a moral compass.

Teachers, as role models, model exemplary behavior, and they understand, respect and celebrate individual differences. They talk to students about character. Teachers exhibit moral purpose, common sense and emotional intelligence.

Communicate effectively.

Teachers have refined communication skills. Through the written and spoken word, they are able to make stimulating presentations that inspire, amuse, intrigue and engage their students.

Love teaching.

Teachers love teaching, finding joy in others' learning. Their dedication to the profession is apparent in their willingness to go beyond minimum expectations and in their pursuit of solving learning problems for all students. Teachers own the responsibility for student success and are willing to be held responsible for the quality of their teaching.

Understand how they learn.

Teachers know their own cognitive strengths and weaknesses and use strategies that allow them to learn effectively and efficiently. Teachers are able to conceptualize what they need to learn. They are skilled in using resources to find information and have the ability to analyze and synthesize the information they need.

Foster creative problem solving.

Teachers are innovative, creative thinkers who understand risk taking and approach the process of problem solving fearlessly. In interactions with students, they foster these same attributes.

Master a body of knowledge.

Teachers master their subject matter and know how technology can assist the learner in mastery. They have mastered learner-centered principles and practices, including multiple assessment strategies. They are knowledgeable about the growth and development of the mind and keep abreast of the latest brain research. They are able to identify their students' strengths and weaknesses and students who are in need of specific instruction and/or remediation.

Create the classroom as a learning community.

Teachers promote active, not passive learning. They develop self-efficacy in students and honor student voice. Teachers make students their prime partners, involving students in planning and teaching. Teachers encourage students to help each other. They create environments where physical and emotional safety is assured.

Commit to life long learning.

Teachers help students learn how to learn and teachers model their own commitment to life long learning. They participate in opportunities for professional development and maintain membership in and participate in the activities of professional organizations. Teachers seek to work collaboratively with other teachers and maintain fluency with multiple best practices.

Achieve interpersonal success and strong collegial ties.

Teachers are able to function effectively as members of a group, whether that group is a family, a social group or a work team. They are personally and emotionally confident with an understanding of civil behavior. They cultivate collegial relationships. Teachers are skilled in conflict management. They possess patience and empathy.

Create an effective community presence.

Teachers understand the community in which their school resides. They advocate for both teachers and parents, take seriously what parents want and need, and develop partnerships with parents. They are aware of, and are able to tap, outside resources to support individual students and their students' learning needs and opportunities.

Exhibit global citizenship.

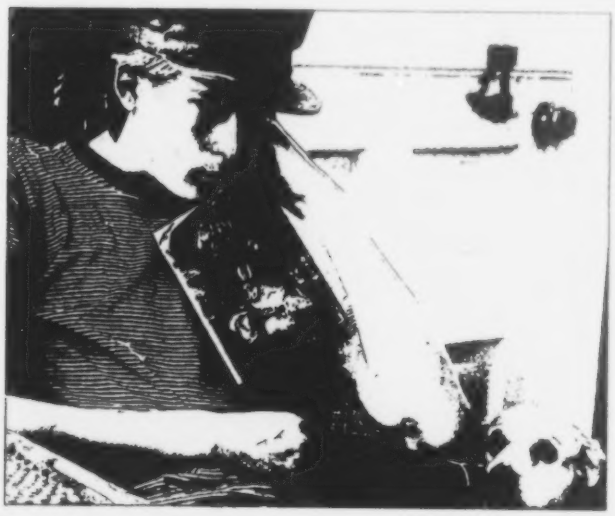
Teachers have an awareness of cultural differences and how these differences influence the actions of others. They exhibit the concepts of good citizenship, in our country and in the world. Teachers demonstrate a strong sense of responsibility toward their fellow men and women.

C. Primary Gaps in Teachers' Knowledge and Performance

Once the desired outcomes for students and teachers have been identified, the next step in this process involves identifying the "holes" or gaps that need to be filled or bridged if we want our teachers and students to reach the desired outcomes. What follows is a list of primary gaps in teachers' knowledge and performance in Louisiana that was brainstormed by the Think Tank members. The list is by no means exhaustive, but rather to serve as suggested places to focus professional development efforts. It is interesting to note that the gaps on this list echo what teachers, schools, districts, and state departments of education are identifying nationwide.

- School and classroom climate – creation of learning communities
- Understanding the processes of learning as this knowledge evolves over time
- Higher order thinking and problem solving skills
- Teaching literacy – multiple teaching strategies that engage, motivate and increase student learning
- Assessment literacy – capacity to examine student data and make sense of it, ability to make changes in teaching and schools derived from that data, and commitment to engaging in external assessment discussions
- Individual diversity in the learning profiles of students
- Emotional intelligence
- Engagement of parents in schools
- Technology
- Sound grasp of subject matter

Now that we have identified the gaps, what do we do? How do we fill the gaps in teaching knowledge and skills in a way that results in increased student achievement? We must engage in informed, logical thought on how to proceed so that our finite resources of time, money and talent produce good results.



Time and money alone do not guarantee success, for not all professional development is created equal. We must become informed consumers as we select professional development that fits the needs of our students and teachers. We can no longer afford a "shot gun" approach. Rather, we must logically and carefully select and provide resources for professional development that results in improved student achievement.

"The quality of learning rarely exceeds the quality of teaching."

-David Sousa

"Coming together is a beginning; keeping together is progress; working together is success."

Henry Ford

Photograph courtesy of Visual Communications Photographic

BEST COPY AVAILABLE

Section II Standards and Outcomes

- **What standards for professional development should we establish and embrace?**

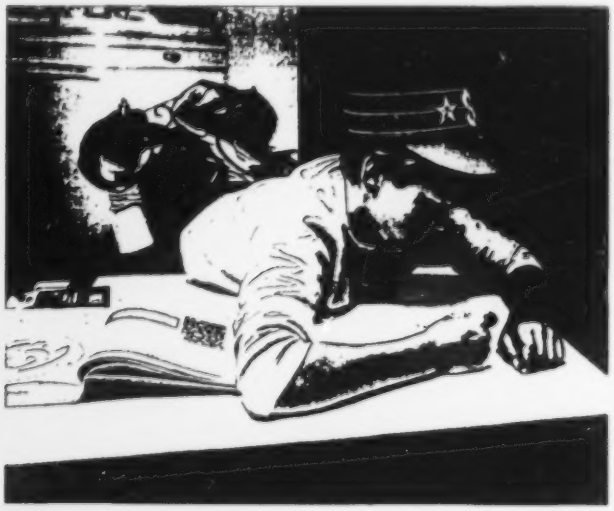
- **What outcomes should we expect?**

The goal of professional development is improved student learning. For this goal to be reached, the professional development must be effective. Standards and outcomes must be defined, and the delivery model(s) must be aligned with the desired outcome(s).

The National Staff Development Council (NSDC) standards are excellent and comprehensive. Further, the Louisiana Board of Elementary and Secondary Education (BESE) recently endorsed NSDC standards. Therefore, the Think Tank members recommend the NSDC standards be used to guide our planning, selection, and production of staff development.

Most of the standards, outcomes and models presented in this section are applicable to both the preservice (pre-teaching education) and inservice (ongoing) development of teachers. High quality graduate programs also mirror most of the characteristics of cutting-edge professional development.

What follows is a summary of the NSDC standards and outcomes taken from the 1995 Standards for Staff Development with regard to what effective staff development requires, provides, and prepares; expected outcomes; and questions for discussion and investigation. For a more complete description by school level (elementary, middle or high school), we direct you to NSDC's web site at www.nsdc.org. Please note that the terms "professional development" and "staff development" are used interchangeably.



A. Standards

NSDC staff development standards are organized into three categories: context, process and content. Context, content and process standards must be in place simultaneously to ensure that staff development makes a difference in student learning. For example, even strong research-based content with no attention to follow-up (process) or leadership support (context) will not result in improved student learning.

Context

Addresses the organization, system, or culture in which the new learnings will be implemented.

Effective staff development requires:

1. The norm of continuous development.
2. Strong leadership in order to obtain continuing support and to motivate all staff, school board members, parents and the community to be advocates for continuous improvement.
3. Alignment with the school's/college's/district's strategic plan and funding by a line item in the budget.
4. The provision of adequate time during the workday for staff members to learn and work together to accomplish the school's mission and goals.
5. Study of the change process.

Process

Refers to the "how" of staff development; describes the means for the acquisition of new knowledge and skills. Some examples of process include group development, follow-up and support.

Effective staff development provides:

1. Knowledge, skills, and attitudes regarding organization development and systems thinking.
2. Knowledge about human learning and development.
3. For the phases of the change process.
4. Priorities based on a careful analysis of disaggregated student data and work samples regarding goals for student learning.
5. Content that has proven value in increasing student learning and development.
6. A framework for integrating innovations that impact the mission of the organization.
7. An evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.
8. A variety of staff development models or approaches to accomplish the goals of improving instruction and student success.
9. Follow-up, preferably on-site, necessary to ensure improvement.

10. Opportunity for staff members to learn and apply collaborative problem solving skills, make shared decisions, and work collegially.
11. An evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization.

Content

Refers to the actual skills and knowledge effective educators need to possess or acquire through staff development. Some examples of content include: research-based instructional strategies, adolescent development, higher order thinking skills, and the learning process.

Effective staff development prepares/facilitates:

1. Administrators' and teachers' understanding of how to provide school environments and instruction that are responsive to the developmental needs of the students.
2. Development and implementation of school and classroom-based management that maximizes student learning.
3. Awareness of learning diversity and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and high quality education is provided to all students.
4. Challenging, developmentally appropriate curriculum that engage students in active, integrative ways of thinking and learning.
5. Teacher use of research-based teaching strategies appropriate to their instructional objectives and their students.
6. Staff collaboration with and support of families for improving student performance.
7. Teacher use of various types of performance assessment in their classrooms.
8. Administrators' and teachers' ability to provide guidance and advice to students.

Photograph courtesy of Kent Normand/Photography

B. Outcomes

NSDC organizes outcomes into three broad categories: context, process and content.

Context

Addresses the organization, system, or culture in which the new learnings will be implemented.

Context Outcomes:

1. Staff development is a visible priority.
2. A comprehensive staff development plan is in place that aligns staff development with the mission, goals and strategic plan of the school/school district/college.
3. Elements of effective staff development are studied and linked to successful outcomes for students.
4. Adequate funding is a line item in the school and district budget and it approaches 7-10% of the total operating budget.
5. Adequate time is available for staff members to engage in both individual and collaborative learning without any sacrifice in terms of student learning, and it approaches 15-20% of the staff's work time.
6. Staff development activities are ongoing and job-embedded.
7. New instructional strategies are implemented in the classroom and shared with colleagues.
8. Staff morale increases as a result of increased efficacy and effectiveness.
9. Collaborative relationships increase.
10. Parent involvement and stakeholder support increases.
11. The school's staff learns about the change process.

Context questions to be considered:

1. How can the norm of continuous improvement be developed within a school or school district?
2. How does one balance the demands of accountability and the inherent risks in innovation?
3. Who needs to be an advocate for staff development and continuous improvement?
4. How do we ensure that staff development decision-making is aligned with the district and school vision?
5. What funding support currently exists? What needs to be pursued?
6. What amount of time will be required each week for staff learning and joint work if the school is to achieve its objectives for students? What existing time commitments (e.g., department and faculty meetings, staff development days) can be refocused to help the staff have more time for learning and planning? What are strategies for finding new time?

Process

Refers to the "how" of staff development; describes the means for the acquisition of new knowledge and skills. Some examples of process include group development, follow-up and support.

Process Outcomes:

1. The school focuses decisions on instruction and student learning.
2. Staff development decisions are based on data regarding valued student outcomes.
3. Recognition of the need to improve is increased.
4. Accountability measures are established.
5. Improvement plans include a framework for integrating innovations and provisions for the impact of the change process itself.
6. Training includes both presentation of theory and follow-up such as demonstration, practice, feedback, study groups and coaching.
7. The learning climate is collaborative and respectful.
8. Research-based content is used in staff development, and teachers use appropriate research-based strategies in their classrooms.
9. Data reveal that desired changes in teaching result in increased student learning.
10. Adults are more willing to invest in changes resulting in increased student learning.
11. The ability of staff members to analyze and self-correct their performance improves.

Process questions to consider:

1. What resources (e.g., consultants, organizations) exist locally to provide assistance with organization development?
2. Are procedures understood and in place for collecting and interpreting site-specific and student-specific data for determining and prioritizing needs?
3. Is there a clear consensus for the need to improve?
4. Does the training plan include objectives related to attitude change, skill development, and knowledge acquisition?
5. Are provisions being made for development of theoretical understanding, demonstration of skills, and practice of new skills in training?

Photograph courtesy of Ven Norman Photography

6. What collection of research-based innovations best addresses the identified goals in this school?
7. Is the impact on students monitored?
8. How will the data be used to guide improvement in student learning?
9. Is responsibility for maintenance shared by teachers and administrators?

Content

Refers to the actual skills and knowledge effective educators need to possess or acquire through staff development. Some examples of content include: research-based instructional strategies, adolescent development, higher order thinking skills, and the learning process.

Content Outcomes:

1. Readiness for school improvement increases as teachers and administrators see the discrepancy between the needs of the students and the school's current practices.
2. Teachers and administrators have high standards for student performance.
3. The school community identifies core skills and knowledge that all students will master.
4. Student interest, cultural sensitivity, and relevance to students are key criteria in curriculum adoption.
5. Teachers engage students in tasks that have immediate meaning to their everyday life experiences.
6. Students recognize connections between the content areas and their real life.
7. As teachers implement effective classroom management approaches, academic learning time increases.
8. Educators' behaviors reflect understanding of and respect for learning diversity.
9. Students demonstrate knowledge through a range of tasks such as interviews, observations, portfolios, projects, and demonstrations.
10. Parent/family participation in educational activities increases at school and at home.
11. Student attitudes toward school improve.
12. Student learning increases.

Content questions to be considered:

1. What student outcomes are priorities in this school/college/school district?
2. What evidence would indicate that these outcomes have been achieved?
3. What are the strengths and weaknesses of the current curriculum?
4. What research-based instructional strategies will help the staff reach its objectives for students?
5. What barriers to quality parent/family involvement exist and how can they be eliminated?
6. What instructional changes must be made in order to conduct effective performance assessment?

"The only person who is educated is one who has learned how to continue to learn and change."

Carl Rogers

BEST COPY AVAILABLE

Section III Action Strategies

- **What models of delivery should we use?**

- **Which model(s) are most effective for which outcomes?**

A. Models of Professional Development

There are many ways or models with which to improve job-related knowledge, skills, and attitudes. The descriptions of five well-grounded professional development models offered by NSDC are found below. The examples were added by the Think Tank members.

Individually-Guided Staff Development

The learner designs learning activities. One of the assumptions of this model is that individuals are motivated by being able to select their own learning goals and means for accomplishing these goals. One belief that under girds this model is that self-directed development empowers teachers to address their own problems and by doing so, creates a sense of professionalism.

Examples: Portfolios, teacher self-assessment

Observation / Assessment

Instructional practices are improved through classroom observation and feedback. Having someone else in the classroom to view instruction and give feedback or provide reflection is a powerful way to impact classroom behavior. This model uses colleagues or other personnel to act as another set of "eyes and ears" for the teacher. Opportunities for analysis and reflection on professional practice are available in this format.

Examples: Coaching/Mentoring programs for teachers, high implementing teachers who serve as role models, inter- and intra-school visits to broaden teachers' exposure to multiple models

Involvement in a Development / Improvement Process

Systematic school improvement processes typically involve assessing current practices and determining a problem whose solution will improve student outcomes. The solution might include developing curriculum, designing programs, or changing classroom practice. New skills or knowledge may be required which can be accomplished through reading, discussion, observation, training, and experimentation. Consequently, involvement in the improvement process can result in many new skills, attitudes, and behaviors.

Examples: Case studies; study groups; curriculum development; a school-based support system that helps teachers apply, in very practical terms, what they have learned; quality monitoring that examines both process and content for professional development activities

Training

A training design includes the selection of objectives, learning activities, and outcomes. Usually the outcomes involve awareness, knowledge, or skill development, but changes in attitude, transfer of training, and "executive control" need to be included as well. The improvement of teachers' thinking should be a critical outcome of any training program. The most effective training programs include exploration of theory, demonstrations of practice, supervised trial of new skills with feedback on performance, and coaching within the workplace.

Examples: Blocks of intense learning such as week-long trainings or workshops, combined with in-school follow-up such as coaching, modeling, study groups, mentoring, inter- and intra-school peer visits, monitoring and assessment feedback system for individual teachers, and teacher self-assessment

Inquiry

Teachers formulate questions about their own practice and pursue objective answers to those questions. Inquiry involves the identification of a problem, data collection from literature review and classroom data, data analysis, and changes in practice with additional data collection. The inquiry can be done individually or in small groups. This model is built on a belief that the mark of a professional teacher is the ability to take "reflective action".

Examples: Action research, national meetings that expose teachers to the latest thinking, bringing in nationally known experts, research study groups

B. Specific Models for Specific Outcomes

Robert Wimpelberg, dean of the College of Education at the University of New Orleans, talks of the "Garbage Can

Theory" we often use for decision-making. First, we look in our "garbage cans" to see what we have to use. We may see that we have two whole days for professional development this school year with a budget of, say, $3,000. So, we go see what that can buy.

Unfortunately, this lacks a logical thought process that would help us first define what we are trying to accomplish – what outcomes we want to achieve – and then engage in comparison shopping to determine which will best help us reach our desired outcome.

If we adopt the logical process system for decision making, we would want to know which staff development model(s) are likely to be the most effective for reaching specific outcomes. The following charts from the National Staff Development Council show effectiveness estimates for the five models of professional development and the relationship between the various components of training models and the levels of impact. Professional development models utilized by the Center for Development and Learning generally support the estimates reflected in the charts.

Enlightened teachers work uncommon magic with even the most challenging students in the most challenging of circumstances.

Relationship Between Levels of Impact and Components of the Staff Development Training Model

To reach maximum effectiveness, a staff development training model (column five on the nest page) must include both presentation and follow-up support in order to ensure improvement. Follow-up must be planned and adequately funded. According to the NSDC, some experts believe that 50% of the resources set aside for staff development initiatives should be directed at follow-up.

Options for follow-up support include peer coaching, peer visits, collegial support groups, mentoring, study groups, and audiotaping or videotaping learners. Follow up strategies enable teachers to focus on the new skills and their impact on students, and move from skill attainment on an imitative or re-synthesizing level to an extendable, manipulable, and innovative level that allows them to problem-solve real world, unpredictable problems that occur in classrooms filled with diverse learners. The differences in the three levels of impact in the chart below, then, as they apply to the training model, are thus: Understanding Concepts is Level I, Skill Attainment (can follow the "recipe") is Level II, and Application of Innovative Problem Solving (able to change the recipe like a "Master Chef" to fit the needs of diverse students – owning the skill) is Level III. Level III is the most desired outcome if teacher efficacy is the goal.

Components of Training	***Levels of Impact***		
	Concept Understanding	**Skill Attainment**	**Application of Innovative Problem Solving**
Presentation of Theory & Practice	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low-Risk Feedback	85%	80%	10-15%
Coaching Study Teams Peer Visits	90%	90%	80-90%

Source: NSDC Adapted from the research of Bruce Joyce

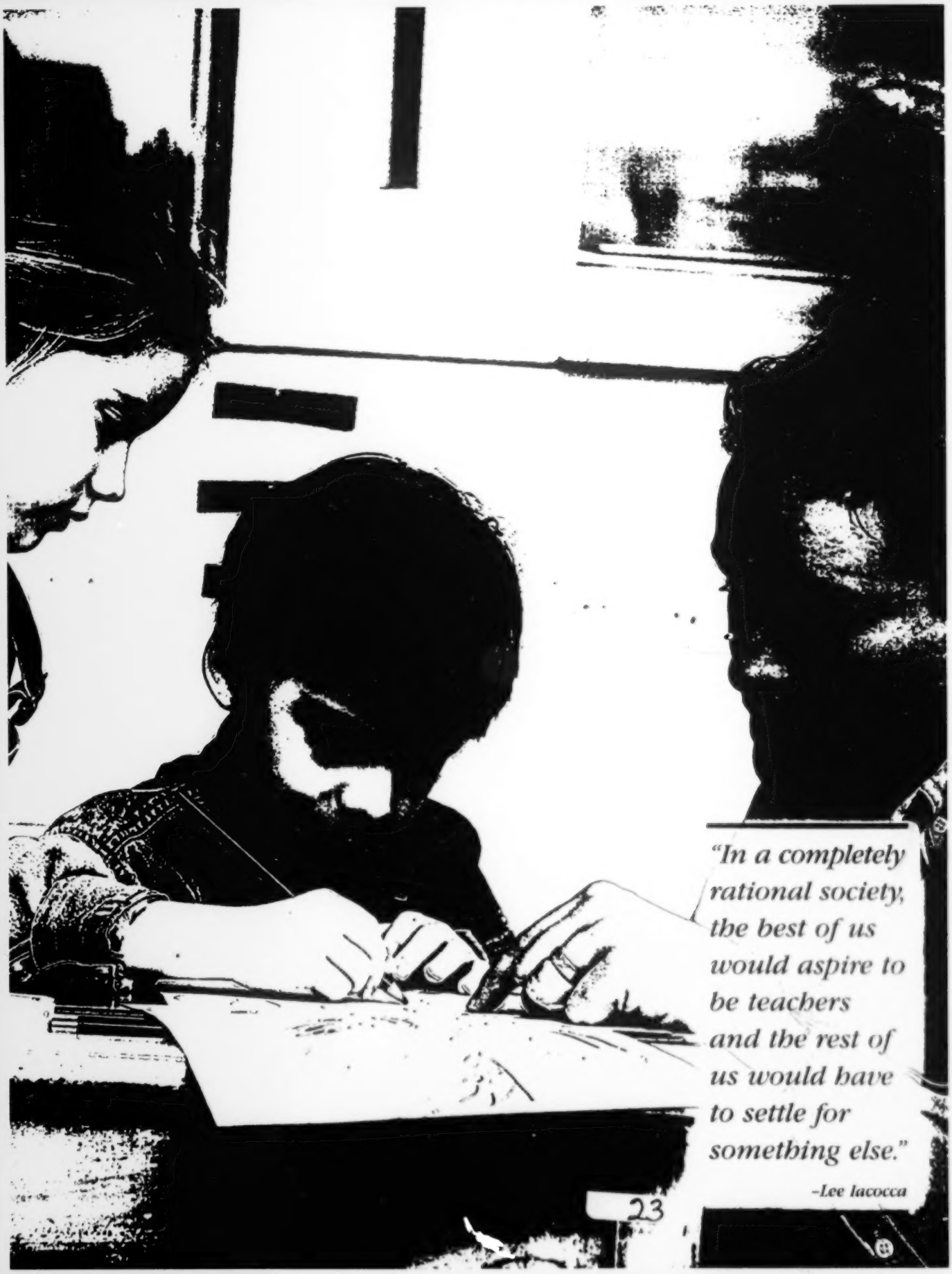
Effectiveness Estimates for Five Models of Professional Development

	Individually-Guided	Observation/ Assessment	Development/ Improvement Process	Training with Follow-up	Inquiry
Desired Outcome					
Mastery of a simple, specific teaching skill	Medium: requires more time to plan than other models	***High: adding peer coaching can increase application to 90%***	Low: better suited for broader outcomes	***Highest: recommended components make it very effective***	Medium: less efficient than other models
Implementation of a complex set of teaching strategies	Medium: less efficient than other models	Medium: harder to observe complex strategies	Medium: less efficient than other models	***Highest: more complex outcomes make follow-up more important***	***High: adding peer coaching can increase application to 90%***
Gaining insight into how students learn	Medium: includes professional reading, observation of students	Low: focuses on observing teacher's behavior, not students'	Medium: less efficient than other models	***High: helps teachers interpret and apply new information on how students learn****	***Highest: effective in testing hypotheses***
Mastery of new classroom management skills	Medium: less efficient than other models	***High: adding peer coaching can increase application to 90%***	Low: better suited for broader outcomes	***Highest: recommended components make it very effective***	***High: adding peer coaching can increase application to 90%***
Implementation of new assessment procedures	Medium: includes collaboration with others	Medium: assessment procedures are not always observable	Medium: less efficient than other models	***Highest: recommended components make it very effective***	***High: effective but time-consuming***
Solving a complex problem dealing with improving student achievement	***High: flexibility allows activities to be designed specifically for this outcome***	Low: better suited for giving feedback than problem-solving	Medium: can be adapted to problem-solving tasks	***High: flexibility allows activities to be designed specifically for this outcome****	***Highest: effective in solving complex problems, generates a great deal of learning***
Acquiring group leadership skills / working as a team to solve a problem	Medium: allows group members to learn what they need, when they need to know it	Low: these skills developed outside the classroom, less observable	***Highest: leadership opportunities abound in this model***	***High: supports implementation through building leadership skills in study groups****	Medium: less efficient than other models
Increasing knowledge of content or subject matter	Medium: include professional reading and contact with subject matter experts	Low: focuses on teacher's behavior, not content knowledge	***Highest: important element is acquiring new knowledge to solve a problem or meet a specific need***	***High: effective in helping teachers acquire new knowledge, especially in applying it***	Medium: less efficient than other models, focus is creating new knowledge not acquiring it

SOURCE: Achieving Your Vision of Professional Development by David Collins, 1997 (NSDC 1998 Book of the Year)

*Amended by Center for Development & Learning, based on research conducted in the Learning Connections School Improvement Program, the follow-up component of which includes inquiry and leadership development, 1999

BEST COPY AVAILABLE



"In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something else."

–Lee Iacocca

Section IV Evaluation

How will we evaluate our professional development programs to determine their effectiveness?

Professional development must include a substantial commitment to continual evaluation and revision in order to be successful. A comprehensive commitment to professional development requires ongoing information on how its many components are, or are not succeeding. This information, in turn, becomes the basis for program improvement and for new initiatives.

To determine the effectiveness of a staff development program, it is necessary to have an evaluation process that is ongoing and continued beyond the completion of the program. All levels of an organization should be included in the evaluation of a staff development effort. Both quantitative and qualitative data should be collected and analyzed. The information should include data on participant outcomes, organizational outcomes, and student outcomes. Ultimately, professional development efforts must be judged by their contributions to increased student engagement and learning.

The following is a synthesis of evaluation information from NSDC.

A. Outcomes of the Evaluation Process:

1. Evaluation is considered an integral part of staff development program planning and implementation.
2. Evaluation information is gathered and analyzed on an ongoing basis to direct revisions in the planning and implementation process.
3. Evaluations are designed to assess a variety of program outcomes, including: (a) participants' reactions to the program, (b) participants' learning, (c) participants' use of new knowledge and skills, and (d) impact on student outcomes.
4. Evaluations tap multiple sources of information, consider all levels of the organization, and convey results in forms easily understood by all interested parties.
5. Data reveal impact on student learning and teacher behavior that impacts student performance.
6. Staff development decisions are based on data regarding valued student outcomes.

B. Questions to be considered:

1. What information will provide the best evidence on the attainment of program goals? What are the most efficient and most effective means of gathering/analyzing this information?
2. Will the evaluation information be useful in making ongoing revisions (formative), in determining the overall effectiveness (summative), or both?
3. Is the impact on students monitored?
4. What kinds of data are most helpful in determining progress toward student achievement goals?
5. Are procedures in place for collecting and interpreting site-specific data for determining and prioritizing needs?
6. Are data periodically reviewed to determine what practices need to be discarded, continued, or integrated with new practices and materials?
7. How will the data be used to guide improvement in student learning?
8. What is the relationship of performance assessment to state accountability standards?

How You Can Help

Overcoming Louisiana's history of poor schools and inadequate education will not be easy, and it will not happen overnight. But it can – and must – happen.

How we educate teachers in Louisiana, both preservice and inservice, has everything to do with how well our students will achieve. We know that what improves classroom practice and school leadership is customized, sustained professional development that includes responsive follow-up support, practice, feedback, and evaluation. We know that improved classroom practice yields improved student achievement.

If we know this, then what do we need to do to ensure that it happens? If Louisiana is to realize progress, we must work together. We must roll up our sleeves and get to work at gaining consensus for this level of support for our teachers.

Share this document with all stakeholders at the state, university, district and local levels: educational leadership,

educators, parents, students, community and political leaders, nonprofit educational organizations, and the general public. Use it to stimulate discussion and debate, or as a starting point for reflection and analysis.

Work to generate support for increased time and funding, and demand quality control that will ensure that the resources are used efficiently and effectively on high-yield professional development. Remember that the purpose of quality professional development is to improve student achievement in our classrooms.

Be steadfast; change will not happen overnight. Defy negative expectations. Mark Twain once said, "If you think you can, or if you think you can't, you're probably right."

We think we can. Together, we can and we will succeed in improving teaching and learning.

Our children are counting on us.

References

Brown, C. A., Smith, M. S., and Stein, M. K. (1995). Linking teacher support to enhanced classroom instruction. Paper presented to annual meeting of American Educational Research Association. New York, New York.

Cohen, D. K. and Hill, H. (1997). Teachers with advanced degrees advance student learning. Atlanta: Council for School Performance, Georgia State University.

Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. ***Education Policy Analysis Archives***, 8, 1, ISSN 1068-2341.

Ferguson, P. and Womack, S. T. (1993). The impact of subject matter and education coursework on teacher performance. ***Journal of Teacher Education***, 44, 1, 55 – 63.

Fullan, M. (1999). ***Change forces: The sequel***. London: Falmer Press.

Hargreaves, A. and Fullan, M. (1998). ***What's worth fighting for out there***. New York: Teachers College Press.

Kohn, A. (1999). ***The schools our children deserve: Moving beyond traditional classrooms and tougher standards***. Boston: Houghton Mifflin Company.

McCombs, B. L. and Pope, J. E. (1998). ***Motivating hard to reach students***. Washington, D.C.: American Psychological Association.

Mizell, H. (2000). Educators: Reform thyselves. ***Education Week***, 19, 30, pages 56 and 40.

National Commission for Teaching and America's Future (NCTAF) (1996). What matters most: Teaching for America's future. New York: Author.

National Staff Development Council (1995). ***Standards for staff development: Middle level edition***. Oxford, OH: National Staff Development Council.

Newmann, F. and Wehlage, G. (1995). ***Successful school restructuring***. Madison, WI: Center on Organization and Restructuring of Schools.

Slavin, R. E. (1991). Chapter 1: A vision of the next quarter century. ***Phi Delta Kappan***, 72, 566-592.

Sternberg, R. J., (1999). Teaching and assessing for successful intelligence. ***PlainTalk***, the Newsletter for the Center for Development and Learning, 4, 2, 6 – 9.

Stigler, J. W. and Hiebert, J. (1999). ***The teaching gap: Best ideas from the world's teachers for improving education in the classroom***. New York: The Free Press.

Wiley, D. and Yoon, B. (1995). Teacher reports of opportunity to learn: Analyses of the 1993 California Learning Assessment System. Educational ***Evaluation and Policy Analysis***, 17, 3, 355-370.

Think Tank Members

Name	*Title*
Marian Arrowsmith	Supervisor, Elementary Instruction, St. Tammany Parish
Frank Auderer	Superintendent, St. Bernard Parish Schools
Donna Contois	Member, LA Board of Elementary and Secondary Education
John Cornwell	Associate Professor of Psychology, Loyola University, New Orleans
Betty DiMarco	Co-Chair, MAC Education Committee, New Orleans
Valencia Douglas	Director, Street Academy Charter School
Carolyn Ford	Member, Orleans Parish School Board
Honorable John W. Greene	Judge, 65th Judicial District of Louisiana (retired)
Dale Hair	Director, Louisiana Principal Internship, Southeastern Louisiana University
Ruth Hinson	Executive Director, Louisiana Alliance for School Reform, Tulane University
James Howard	Learning Connections Program Director, Center for Development and Learning
Gregory Ben Johnson	President & CEO, Greater New Orleans Foundation
Elizabeth Keller	Principal, Adams Middle School, Jefferson Parish
Charlie Lacoste	Past Chair, Center for Nonprofit Management
Cynthia Morrell	Special Assistant to the CEO on Governmental Affairs, New Orleans Public Schools
Ken Phillips	Teacher, Belle Chasse Middle School, Plaquemines Parish
Cheryl Picou	Principal, Belle Chasse Middle School, Plaquemines Parish
Debbie Randolph	Vice-President, School Leadership Center
Robert D. Reily	Chairman, The Standard Companies, Inc.
Brian Riedlinger	President & CEO, School Leadership Center
Robbie Robertson	Creative Director, Advocates Communication
E. Joseph Savoie	Commissioner of Higher Education, Louisiana Board of Regents
Janice Scioneaux	Principal, Trist Middle School, St. Bernard Parish
Robert Small	Vice-President of Administration, Center for Development and Learning
Alice Thomas	President & CEO, Center for Development and Learning
Glenda Thorne	Vice-President of Direct Services, Center for Development and Learning
Cathy Vaughn	Education Program Director, Baptist Community Ministries
Margie Villere	Community Leader, New Orleans
Kathy Wade	Supervisor of Reading, Tensas Parish
Robert Wimpelberg	Dean, College of Education, University of New Orleans

Photograph courtesy of Ken Norman Photography

"Insanity is continuing to do the same thing over and over, and expecting that you will get different results."

–Albert Einstein

Teachers are in the business of saving children's lives.

ph courtesy of Ven Norman Photography

Center for Development & Learning

Board of Trustees

Herschel L. Abbott, Jr.
Marian Arrowsmith, M.Ed.
Nancy Baldwin
Gerard A. Ballanco, M.D., FAAP
Gordon L. Blundell, Jr., M.D.
Donna G. Contois
Betty R. DiMarco
Jack Donahue
Patrick Evans
Mark W. Files
The Honorable John W. Greene
Ruby Bridges Hall
Cheryl M. Lilly
Cynthia Hedge Morrell, M.Ed.
Robert D. Reily
Francoise Richardson, Emeritus
Margie H. Villere, M.B.A.
Robert K. Wimpelberg, Ph.D.

Professional Advisory Board

Charles Achilles, Ed.D.
Robert Brooks, Ph.D.
Katharine Butler, Ph.D.
G. Emerson Dickman III, J.D.
Betty Edwards, Ed.D.
Michael Fullan, Ph.D.
Jeffrey Gorrell, Ph.D.
Edward M. Hallowell, M.D.
G. Reid Lyon, Ph.D.
Bernice McCarthy, Ph.D.
Howard J. Osofsky, M.D., Ph.D.
Carol Rolheiser, Ph.D.
Robert J. Sternberg, Ph.D.
Priscilla Vail, M.A.T.

"Are we teaching if the students aren't learning?"

-Eliot Eisner

BEST COPY AVAILABLE

Center for Development & Learning
208 South Tyler Street • Covington, LA 70433
(504) 893-7777 • Fax (504) 893-5443
www.cdl.org • learn@cdl.org